

National Park Service  
U.S. Department of the Interior

Jefferson National Expansion Memorial  
11 North Fourth Street  
St. Louis, MO 63102



# Old Courthouse Tour

## *Teacher Activity Guide*

### Grades 4-6







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# OLD COURTHOUSE TOUR

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## PROGRAM DESCRIPTION

During the 1800s, the Old Courthouse was the civic hub of St. Louis. Citizens visited the building to conduct a variety of business in its many offices and courtrooms. Participation in these routine activities is the hallmark of American citizenship.

Like many public buildings of the early 1800s, the Old Courthouse was designed to resemble the temples of ancient Greece. Participation in public life was an idea rooted in ancient Greek culture. But Greek Revival architecture was not on the minds of most courthouse visitors. They came to pay taxes, apply for licenses, serve jury duty, vote for elected officials, and settle lawsuits.

Students participating in the “Old Courthouse Tour” program at the Old Courthouse will learn how people used the building during the 1800s. They will discuss the types of business conducted in public buildings and the significance of public work in a democracy. Students will also participate in several activities demonstrating the type of public business carried out in the Old Courthouse during the 1800s.

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## CURRICULUM OBJECTIVES

The “Old Courthouse Tour” program and Teacher Activity Guide addresses the following curriculum standards for the states of Missouri and Illinois, as well as the National Standards for History and Social Studies:

- Analyze the rights and responsibilities of individuals in the United States. (ILS 14; MAP 4.2; NCSS Xb)
- Communicate effectively and work with others. (ILS 4, 21; MAP 2.3, 4.6; NCSS IVh)
- Compare common features of everyday life today with those of the past. (ILS 16.A, 16.D; MAP 1.9; NCSS IIb; NSH 1A)
- Describe and identify causes and consequences of historic events in American history. (ILS 16.A; MAP 1.6; NCSS IIb; NSH 3, 5)
- Examine a conflict and propose a resolution, considering multiple perspectives. (ILS 18; MAP 2.3, 3; NCSS VI; NSH 3G, 5)
- Explore career opportunities in National Park Service parks and historic sites. (ILS 18.B; MAP 4.8; NCSS Vg)
- Understand and analyze events shaping the history of the United States. (ILS 16.A; MAP 1.6; NCSS IIb; NSH 3H)

ILS: Illinois Learning Standards

MAP: Missouri Assessment Program

NCSS: National Council for the Social Studies

NSH: National Standards for History

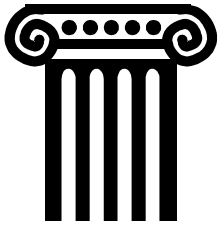


## PRE-VISIT ACTIVITY #1 *(suggested)*



### ***Did you know...***

American public buildings built during the early 1800s were inspired by ancient Greek temples, like the Parthenon?

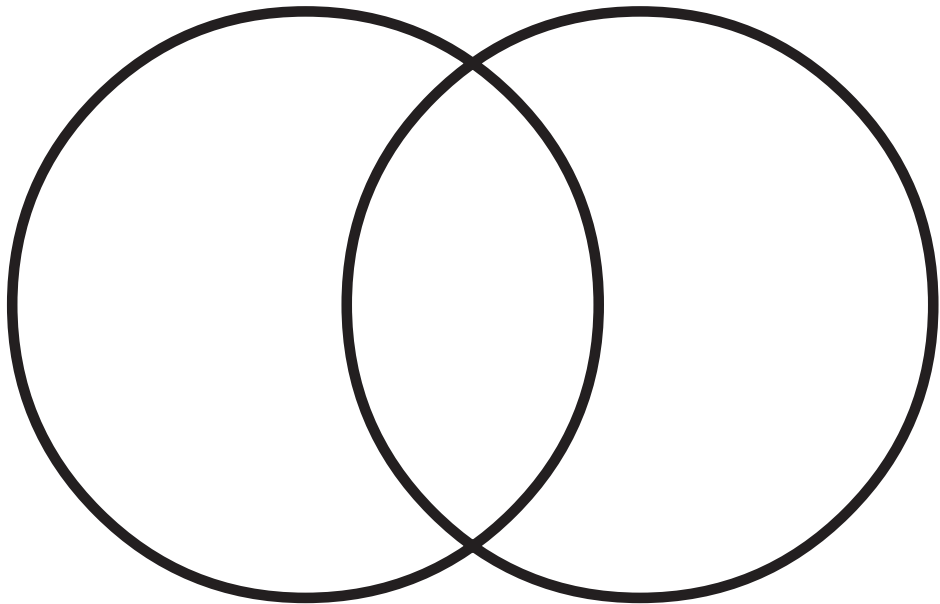


### **EQUALITY AND CITIZENSHIP: THE ANCIENT GREEKS**

During the early 1800s, Americans found similarities between their new government and that of the ancient Greeks. While there were differences, Americans did share the Greek democratic ideals of equality and citizenship.

### **VENN DIAGRAM ACTIVITY**

The object of this activity is for students to use a Venn Diagram to compare the types of democracy practiced in America and ancient Greece. Students may use resources from the library, classroom, and the Internet. Have them make a list of the characteristics defining the pure democracy practiced in ancient Greece and the representative democracy of America. Next, have them create a Venn Diagram illustrating the similarities and differences between the two.





### **MATH**



The ancient Greeks applied the geometric concept of the Golden rectangle to achieve symmetry and balance in planning the Parthenon. Have students look at images of the Parthenon from the Internet or library books. Ask them to identify as many examples as possible of the Golden rectangle. Next, have them compare their findings with other buildings, such as the Old Courthouse.

## SIMILARITIES AND DIFFERENCES

The object of this activity is for students to create an imaginary dialogue between an American from the 1800s and an ancient Greek citizen. Copy the diagram below and give each student a copy. Students will use ideas from the Venn Diagram Activity on page 6 to create at least three lines of dialogue about the rights and responsibilities of each citizen.

GREEK STATESMAN	COLONIAL STATESMAN
	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

## EXPLORATION AND ENRICHMENT

Between 1820 and 1840, American architecture reflected the influence of ancient Greek culture. Buildings like the U.S. Capitol in Washington D.C. connect to the early republic's ancient roots. Many buildings in the Capitol Hill Historic District are on the National Register of Historic Places. See Appendix page 26 for contact information.



## SCIENCE



Scientific models often rely on the mathematics of scale. Using a ratio, such as one inch represents one foot, have students build or draw to scale a representation of a common object, such as a book or desk. Next, have them apply their scale to depict the object's place within the classroom. Have students write an equation that would represent the object's place within the room. Students may exchange papers to try solving one another's equations.





## PRE-VISIT ACTIVITY #2 (suggested)

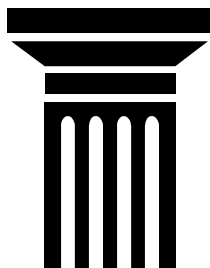


### Did you know...

The Lincoln Memorial in Washington D.C. has 36 Doric columns, one for each state in the Union at the time of Lincoln's death?



USGS Photo



### GOVERNMENT BY THE PEOPLE

America's founders created a unique system of government. Ordinary people participating as equals in government was so revolutionary, one observer called it America's "democratic experiment."

### COMPARE AND CONTRAST

The object of this activity is to use the Comparison Chart on page 9 to identify the characteristics of another form of government and compare it with democracy. Divide students into eight small groups. Assign each group one of the forms of government listed below. Give each group a copy of the Comparison Chart. Students can use resources from the classroom, library, or Internet to gather information about their system and how it compares with democracy. After filling out their chart, have them present their findings to the rest of the class.

#### Forms of Government

Aristocracy	Autocracy	Despotism
Monarchy	Oligarchy	Plutocracy
Theocracy	Tyranny	Socialism

### QUESTIONS FOR DISCUSSION

How are one or more of these forms of government similar?

How are one or more of these forms of government different?

How would you describe the role of people in these various forms of government?



### LANGUAGE ARTS



In his book *Democracy in America*, French diplomat Alexis deTocqueville summarized his views of American government during the 1800s. Choose one or two selections from de Tocqueville's book to read and discuss with students. Next, ask them to write a letter or news article about America's democratic experiment from the perspective of a person from another country.



## COMPARISON CHART

		Democracy
Who holds the power?		
How are rules made?		
When did this form begin?		
Give one example of a country or nation using this form.		
Give one example of a leader under this form.		

(copy/cut)

## EXPLORATION AND ENRICHMENT

The Lincoln Memorial is a tribute to Abraham Lincoln and the nation he fought to preserve during the Civil War. Built to resemble a Greek temple, it houses an enormous sculpture of Lincoln and his Gettysburg Address inscribed into one of the walls. See Appendix page 26 for contact information.



Library of Congress

## ART AND MUSIC



Norman Rockwell's painting *Town Meeting* is often used to illustrate the example of freedom of speech. Have students examine the image from a collection of Rockwell's work or from the Internet. Have them write three sentences interpreting the action in the painting. What is the main character saying? How does the man feel about what he is saying? To whom is he speaking? What are other people thinking?



## PRE-VISIT ACTIVITY #3 (REQUIRED)



### Did you know...

American colonists met in Boston's Old South Meeting House before dumping thousands of pounds of tea into Boston Harbor?



NPS Photo

### HOUSE OF GOVERNMENT

The Old Courthouse was used in many ways during the 1800s. St. Louis residents visited the building to apply for licenses, pay taxes, serve jury duty, and vote. People also listened to speeches by political candidates and fellow citizens.

### COOPERATIVE LEARNING ACTIVITY

The object of this activity is for students to use primary source material to determine how the Old Courthouse was used during the 1800s. Begin by dividing your class into four groups. Give each group a copy of one of the excerpts on page 11. Give groups time to read and discuss their excerpt, using the Questions for Discussion below. Students may present their findings to the rest of class.

### QUESTIONS FOR DISCUSSION

What is the main event?

Who is involved in the event?

Where does the event take place?

When did the event take place?

Why is the event taking place?

What is important or significant about the event?

b = blue  
w = white

b	w	b	w	b	w
w	b	w	b	w	b
b	w	b	w	b	w
b	w	b	w	b	w

### MATH



Marvin used 12-inch tiles to tile a courtroom floor. If the floor measured twenty-one feet by twenty-one feet, how many tiles did Marvin use in all? If the floor were tiled using the pattern shown at the left, how many blue tiles did Marvin use in all? How many white tiles did he use?

A public meeting was...held, Sunday, August 25, to take into consideration the general condition of Kansas affairs. The call, which appeared in the morning papers, was responded to by a very large crowd in the Rotunda, at the hour appointed. It was one of the largest meetings ever held in St. Louis--so large, in fact, that it became necessary, towards the close, to adjourn to the east front of the Court House, opposite the Planters Hotel, where the following resolutions were a second time read and passed.

*Frank Leslie's Illustrated Newspaper*, September 13, 1856

An Anti-Abolitionist meeting was held in the rotunda of the Courthouse on November 12 for the purpose of forming an association to counteract the evil influence in our midst of the abolitionists of the North. Col. John O'Fallon was appointed president of the association and vice-presidents were appointed from each ward of the city and each township... They were empowered to employ emissaries to trace out and bring to justice the abolition agents in our country, and further aid in the protection of the owners of slave property.

*St. Louis Weekly Reveille*, November 13, 1846

A public meeting was called in the rotunda of the Old Courthouse on June 23, 1847, to make arrangements to welcome home the returning Missouri and Illinois Volunteers, and also to pay suitable honors to the remains of Col. John J. Hardin and others who fell gloriously in the Mexican War... On June 28, the first contingent of the soldiers returned and were welcomed home in the rotunda of the Courthouse by a large number of citizens.

*Missouri Republican*, July 9, 1847

President Cleveland yesterday morning passed through the rough ordeal of shaking hands with several thousand people in the rotunda of the Courthouse... The President and committee left the Lindell Hotel at nine o'clock in carriages... to the north door of the Courthouse... "The decoration of the Courthouse rotunda had been going on for days, and it was a beautiful piece of work. From the floor to the apex of the dome were to be seen bright colors..."

*Missouri Republican*, October 5, 1887

(copy/cut)

## EXPLORATION AND ENRICHMENT

Freedom of speech was one of the rights colonists fought for in the American Revolution. Protests like the Boston Tea Party began as public discussions among colonists longing for greater freedom. The Old South Meeting House, part of Boston National Historical Park, commemorates the American colonists and their struggle for an independent nation. See Appendix page 26 for contact information.



## SCIENCE



Alex invented a robot that could lay tile four times faster than Marvin could. If Marvin could lay five tiles in one minute, how many could Alex's robot lay a minute? Unfortunately, one out of every hundred tiles laid by the robot need to be corrected by a human. How many corrections would need to be made in eight hours of work?





## THE MUSEUM EXPERIENCE



### **Did you know...**

Some people call the American Civil War the Second American Revolution?



### **OLD COURTHOUSE TOUR**

Upon arriving at the Old Courthouse, review the Museum Manners with your group. Register at the Information Desk. The National Park Service Ranger assigned to your program will meet you in the rotunda.

### **IN BRIEF**

Your class should be organized into four groups. Having completed the required Pre-Visit Activity on pages 10-11, your students should arrive for their tour with an understanding of the topics discussed by citizens in the Old Courthouse during the 1800s.

### **COOPERATIVE GROUP ACTIVITY**

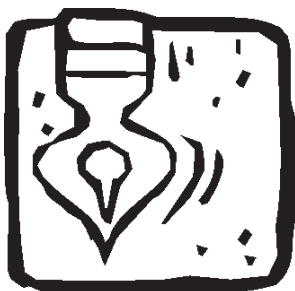
In their small groups, students will reenact several public activities that took place inside the Old Courthouse building during the 1800s, including tax assessment and public speaking.

### **INTERPRETIVE PROGRAM**

Your National Park Service (NPS) Ranger will lead students on a tour of the Old Courthouse building, including one of the courtrooms and the rotunda. Using living history items, historic documents, and cooperative activities he or she will interpret how the courthouse was used during the 1800s.

### **LIVING HISTORY ITEMS AND EXHIBITS**

Your NPS Ranger will use living history items and museum exhibits to create context for your “Old Courthouse Tour” program.



### **LANGUAGE ARTS**



Allegories use symbolism to illustrate ideas like freedom, cowardice, education, or ignorance. Some examples include the stories of *Everyman* and *Pilgrim's Progress*. Have students write a short story using allegory to tell the story of a young man's or woman's journey toward getting an education. What are some of the obstacles? Who helps along the way?

## VOCABULARY WORDS

**architecture** - a special style or way of building; the job of designing buildings

**citizen** - a member of a city, state, or nation; someone entitled to the rights of a city, state, or nation

**citizenship** - the status of being a citizen with its rights, duties, and privileges

**constitution** - the document which outlines the basic laws by which a state or country is governed

**equality** - being equal, especially in social, political, and economic ways

**democracy** - a form of government in which citizens participate directly or through elected officials

**executive** - the branch of American government concerned with putting laws into effect

**forum** - program of open discussion

**license** - a legal document giving permission to do something

**judiciary** - the branch of American government concerned with interpreting the law

**justice** - the quality of being fair or just; doing what is right according to the law

**legislative** - the branch of American government concerned with writing laws

**oratory** - the art of public speaking, especially an important speech given on a special occasion; eloquence

**private** - removed from public view, secluded

**public** - of the people, or having to do with the community at large

## EXPLORATION AND ENRICHMENT

The Confederate South fought for the right to govern itself. Northern states sought to end slavery that “all Men” could live equally as stated in the Declaration of Independence. The *Civil War Soldiers & Sailors System* website features National Park Service resources connected with our nation’s greatest test. See Appendix page 26 for contact information.



NPS Photo

## ART AND MUSIC



Ettore Miragoli’s allegorical paintings in the Old Courthouse rotunda depict cultural ideals, such as *History*, *Knowledge*, *Law*, and *Instruction*. Discuss with students the meaning of allegory in connection with these paintings. How do the images symbolize these ideals? Have students create an allegorical figure for *Freedom*, *Education*, or an ideal of their choosing.





## POST-VISIT ACTIVITY #1 *(suggested)*



### **Did you know...**

The 1800s were the beginning of many efforts to reform society, including the movement for women's suffrage and African-American civil rights?



### **EQUALITY AND CITIZENSHIP**

The Declaration of Independence states "...all Men are created equal." However, some Americans struggled for equal rights and citizenship. Some of those struggles took place in the Old Courthouse.

### **BIOGRAPHY ACTIVITY**

The object of this activity is to write a short biography of individuals who struggled for equal rights. Divide students into eight small groups. Assign each group one of the people listed below. Have students use classroom, library, and Internet resources to research the lives of their person using the questions below. Students should present their findings in a brief paragraph or two, illustrated with images if they like.

### **IMPORTANT PEOPLE**

Lucretia Mott  
Susan B. Anthony  
Sojourner Truth  
Frederick Douglass

Elizabeth Cady Stanton  
Virginia Minor  
Dred Scott  
Martin Luther King, Jr.

### **RESEARCH QUESTIONS**

- When was this person born?
- Where did this person live?
- What type of work did he or she do?
- What was his or her accomplishment?
- What was his or her challenge?
- Why is this person important?

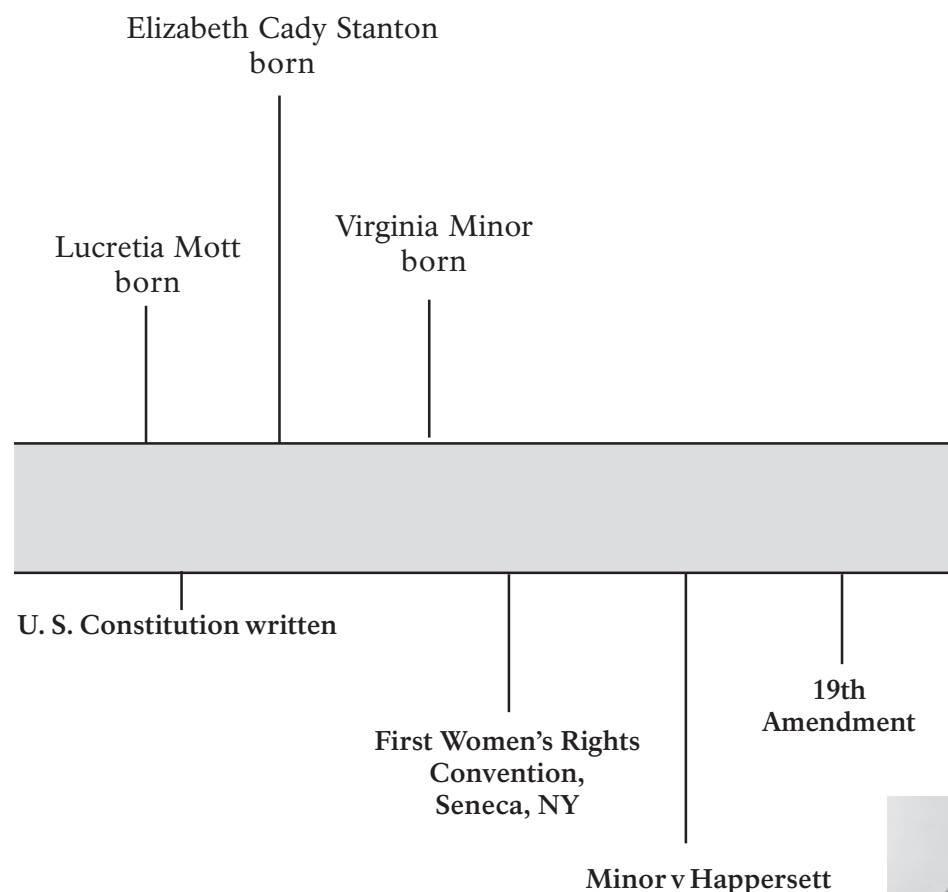
### **MATH & LANGUAGE ARTS**



The language of math can be used to describe and interpret many historical and current events. For instance, construction began on the Old Courthouse in 1839 and ended in 1861. That's 22 years of construction, beginning 75 years after St. Louis was founded, and ending more than 140 years ago. Have students choose a newspaper article and use the language of math to describe the story and compare it with other historical and current events.

## TIMELINE ACTIVITY

The object of this activity is to create a timeline showing the relationship between individuals and historic events. After students create their biographies of the people on page 14, have them arrange their stories into chronological order along the top of your timeline. Next, identify important events with your students and put them into order along the bottom of the timeline. Arrange the lives of the individuals to coincide correctly with the events. Discuss with your students what was similar and different about each person and the time in which each lived.



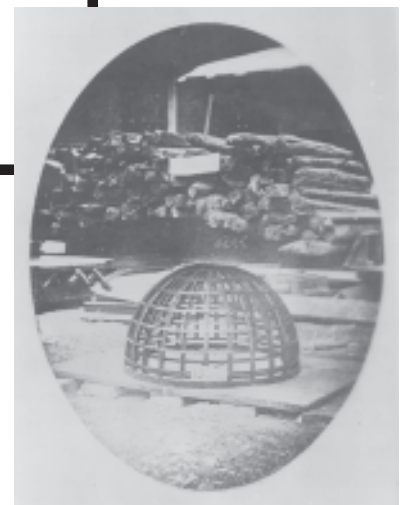
## EXPLORATION AND ENRICHMENT

The National Register of Historic Places recognizes a number of historic places associated with suffrage and civil rights. Learn more by visiting the National Register website's *Places Where Women Made History* and *We Shall Overcome*. See Appendix page 27 for contact information.

## SCIENCE



Many people were concerned that iron was too heavy to use in building the Old Courthouse dome. To show the strength of his design, the architect built a small model and set 13,000 pounds of iron upon it. Have students use toothpicks or other materials to construct a model of the Old Courthouse dome.







## POST-VISIT ACTIVITY #2 (suggested)



### Did you know...

Of all his accomplishments, Thomas Jefferson was most proud of writing the *Declaration of Independence*?



### LIFE, LIBERTY, HAPPINESS

The U.S. Constitution and its amendments guarantee that individuals are able to participate as equals in the function of government and society. As a result, people participate in a number of ways and in different places.

### COLLAGE ACTIVITY

The object of this activity is to create a series of posters illustrating how people can participate in government functions. Students may work separately or in pairs to find images of activities discussed during their Old Courthouse tour, such as voting, jury duty, applying for licences, and listening to public speakers.

### INFORMATION GATHERING ACTIVITY

The object of this activity is for students to gather information about how people use public buildings. Using the Interview Questions from page 17, have each student interview a parent, grandparent, or other adult. The object of the interview is to gather as much first-hand information as possible about the subject's experience. After students have completed the assignment, use the information to complete a word web as described below.

- How would you describe the type of business that takes place in public buildings or places?
- Describe some of the procedures or ways people are expected to behave in public places.
- What does the design of public buildings or places convey about how the place is used by people?
- How would you feel if you had to go into a public building for some of these types of business?

### LANGUAGE ARTS



Thomas Jefferson wrote many letters during his lifetime. His collected correspondence documents the early years of America's history. The book *Dear Mr. President* presents a fictional correspondence about the nation's future between Jefferson and a twelve-year-old schoolgirl. Have students read the book and write a brief summary of its main points.





## INTERVIEW QUESTIONS

What is your name?

Where do you live?

Please tell me about a time when you visited a public building, such as a courthouse, sports arena, or school.

What was the purpose of your visit?

Where was the building located?

What public official or officials did you meet with or see during your visit?

How is the public building you visited different than a residence or other private building?

What were your feelings during your visit?

(copy/cut)

## EXPLORATION AND ENRICHMENT

Jefferson accomplished many things during his lifetime. His legacy of public service contributed to many of the freedoms Americans enjoy today. The Thomas Jefferson Memorial in Washington DC stands as a monument to Jefferson's public work. See Appendix page 27 for contact information.



GSA photo

## ART AND MUSIC



The *Declaration of Independence* is one of America's most important documents. Read it aloud with students, either in parts or entirely. Set your reading to appropriate music, such as the *National Anthem*. Afterward, have students act out or illustrate important passages from the document.



## POST-VISIT ACTIVITY #3 *(suggested)*



### **Did you know...**

The National Park Service protects public places important to American history?



NPS photo

### **PUBLIC PLACES AND THEIR FUNCTIONS**

Today, people still visit public buildings to conduct business. Almost every community has some sort of government office, school, sports arena, or place of worship.

### **MAPPING ACTIVITY**

The object of this activity is to locate and map places where civic activity takes place in your town or community today. Using a map of your community, have students locate and mark the places where people do the things listed below. Students may work in small groups, with a partner, or alone.

Places where people gather to listen to public speakers.

Places where people go to pay taxes.

Places where people go to apply for licenses.

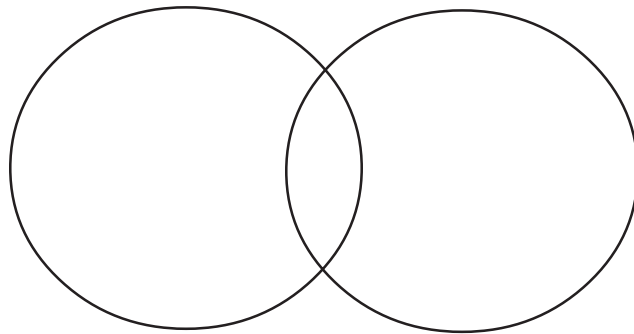
Places where people go to serve jury duty.

Places where people go to vote.

Places where new citizens are naturalized.

### **VENN DIAGRAM**

Some of the places students located and marked on their map may serve more than one purpose. Using the Venn Diagram below, have students illustrate their list of activities that take place in each building. Their completed diagram will show how one location may serve more than one purpose.



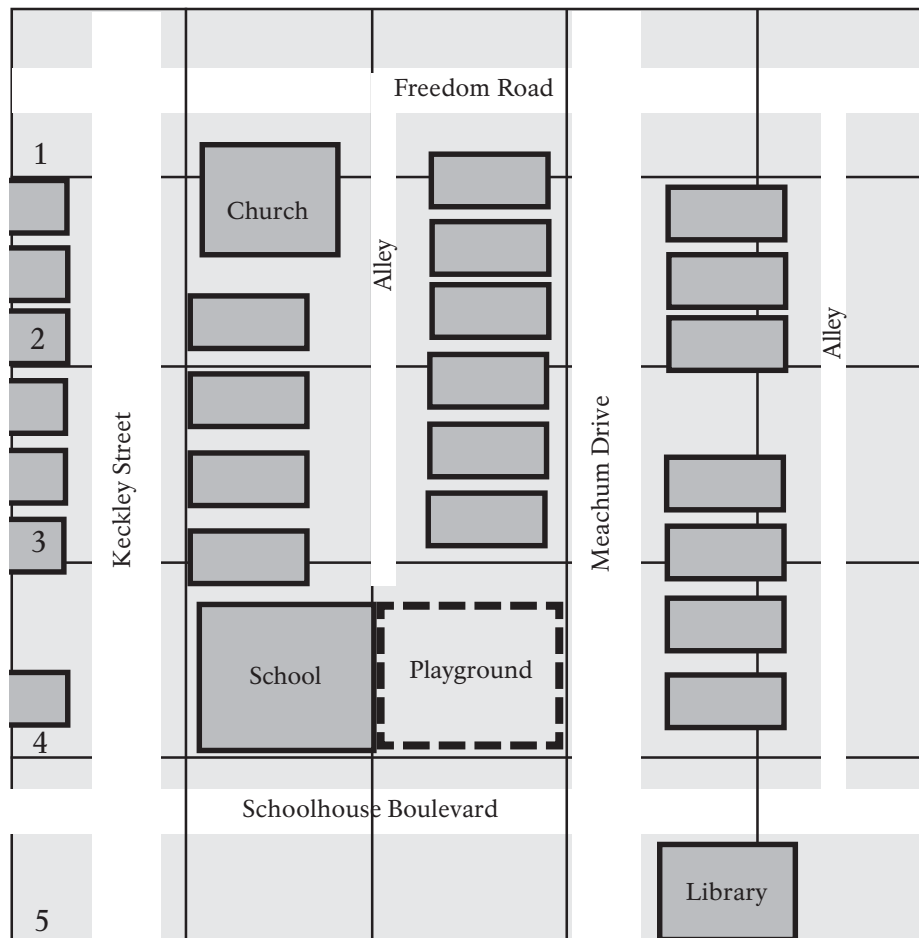
### **MATH**



Last year, 207 citizens attended meetings at the Old Courthouse. The year before, 195 attended. This year 225 citizens attended. Based on this information, how many citizens might attend meetings next year? How many in the year after next? Diagram your answer, and explain it in at least three sentences.

## MAPPING ACTIVITY

Have students create a map similar to the one below that shows their neighborhood or community. Have them mark the places described on page 18.



## EXPLORATION AND ENRICHMENT

America's history lives in its public places. The National Park Service serves as steward for almost 400 natural and cultural sites representing American history, science, and culture. Learn more by visiting the National Park Service website. See Appendix page 27 for contact information.

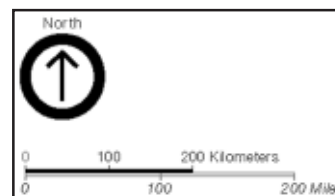


NPS photo

## SCIENCE



Scale is important in map making. Have students measure the classroom and convert the actual measurements into a map using a scale of 1 inch = 1 foot. Map out classroom furniture, windows, doors, etc.



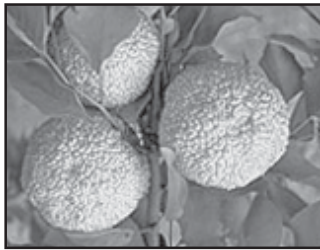


## CAREERS

**Museum specialist** – a person who creates displays and cares for the items exhibited in a museum

### IN THE 1800s

Many plant and animal specimens found in the west were sent to museums in the east during the 1800s. For the first time, Americans in Boston and Philadelphia were able to see prairie dogs and osage oranges. Artwork depicting American Indians also gave people a portrait of life on the Great Plains.



NPS Photo

### NATIONAL PARK CAREERS

Museums at national parks commemorate the natural and cultural history of our nation. Exhibits of books, tools, clothing, and other materials tell the story of the people, places, and events significant to American history. Museum specialists often work behind the scenes to ensure these artifacts are preserved, conserved, and exhibited for the enjoyment of the public and future generations.



NPS Photo

### AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

The Museum of Westward Expansion and the Old Courthouse contain exhibits and collections of artifacts that tell the story of westward expansion and St. Louis history. Significant people and events are represented in photographs, exhibits, and artifacts. Museum specialists designed the exhibits to showcase museum resources and relate park themes to the public.



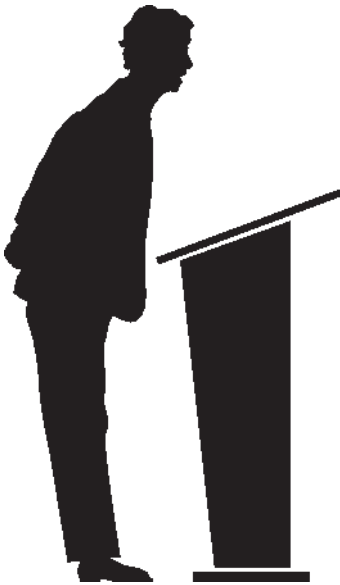
## CAREERS

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**Historian** – a person who researches, records, and interprets the significance of people, places, and events of the past

### IN THE 1800s

History is made from the actions and interactions of people, places, and events. The job of a historian is to study and to explain how these people, places, and events fit into history and why they are important to us today. Historians tell others about what they have learned by writing articles, teaching courses, and making presentations.



### NATIONAL PARK CAREERS

Every national park has significance and history. A park historian is an authority on the people, places, and events relating to the park, and how the park itself fits into our nation's history. Being a historian requires special training and education to learn how to analyze events, put them into perspective, and organize thoughts into written or oral form.

### AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

JEFF memorializes American westward expansion in the 1800s. Our historian is an authority on the people, places, and events of that time. He may work with the librarian to research park themes, such as how the Old Courthouse was used or the Dred Scott case. He may also work with park rangers to tell the story of the park. Sometimes, a movie producer may consult with the park historian to make certain aspects of a film are historically accurate. Teachers and students with questions about the Old Courthouse may get an in-depth answer from JEFF's park historian.



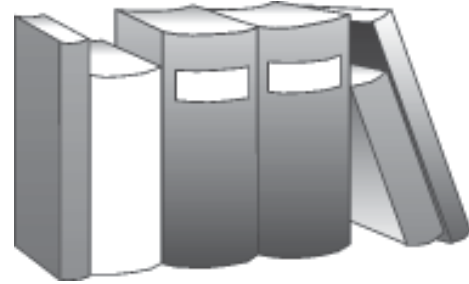
## CAREERS

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**Librarian** – a person who organizes, cares for, and helps others to use a collection of books and materials

### IN THE 1800s

The law library in the Old Courthouse was used by attorneys researching cases. The library was a collection of legal cases from years past. Over time, the library was moved to another building and books were delivered by conveyor through an underground tunnel.



### NATIONAL PARK CAREERS

National park librarians are familiar with all of the materials in their library. They use computers to help people find books and other materials. Being a librarian requires special training and education to learn how to organize and help others to use libraries.

### AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

The librarian at JEFF keeps track of all the books, magazines, journals, videos, and other resources in the JEFF Library. The JEFF Library is a collection of materials specifically about America's westward expansion. Teachers and students are welcome to visit. Ask the librarian to help you find material about the Old Courthouse, the Dred Scott or Virginia Minor trials, or other subjects.



## CAREERS

**Law Enforcement Officer** - a park ranger who is responsible for the safety and protection of park visitors, staff, and natural and historic resources

### IN THE 1800s

Bailiffs in the courtroom served as law enforcement officers. They kept the peace and ensured trials were carried out in an orderly fashion. Typically, the bailiff would have been a county sheriff deputy, but police officers often served in the position.



NPS photo

### NATIONAL PARK CAREERS

A career as a National Park Service law enforcement ranger is challenging and rewarding. They are the park's police officers. They are responsible for enforcing the park's rules and laws and for protecting park resources.

### AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

National Park Service law enforcement rangers perform important functions at this urban site. Our law enforcement rangers protect park visitors and answer their questions concerning the Gateway Arch, Old Courthouse, and the National Park Service. They perform their duties on foot, on bicycle, and in motor vehicles. Because JEFF is in the heart of the city, our law enforcement rangers must also work with the St. Louis Police Department to enforce the laws.







# CHARACTER EDUCATION

## CITIZENSHIP

Citizens of a political community or state enjoy special privileges or rights. Rights like the freedom of speech or to worship are guaranteed to American citizens in the Bill of Rights. There are also certain duties that citizens are expected to fulfill. Some of these, such as paying taxes or serving jury duty, are outlined in the Constitution.

But what else does a citizen do? What are the qualities of a good citizen? How do people learn to practice citizenship? School is one of the first places where we learn about citizenship. By participating in the school community, we learn to recognize authority, respect rules, help our neighbors, and protect our environment. These are some of the qualities of citizenship.

### ACTIVITY

The object of this activity is to identify and discuss the qualities of citizenship practiced by the main characters of several stories. Have students choose and read one of the books from the list below. As they read, have them take notes about how the story's main characters practice the qualities of citizenship listed in the box. Students may write their findings in book report form.

Baylor, Byrd. *Hawk, I'm Your Brother*.  
Blos, Joan. *Old Henry*.  
Chambers, Aiden. *Present Takers*.  
DeJong, Meindert. *House of Sixty Fathers*.

## QUALITIES OF A CITIZEN

Citizens know the rules and laws of their community or state.

Citizens participate in community affairs.

Citizens help their neighbors.

Citizens recognize authority and cooperate in appropriate ways.

Citizens help to protect the environment.





# MULTIPLE INTELLIGENCES

## **E=MC<sup>2</sup>** **Logical/Mathematical Intelligence**

Often called “scientific thinking” this intelligence deals with deductive thinking/reasoning, numbers and the recognition of abstract patterns.



**Verbal/Linguistic Intelligence**  
Related to words and language, both written and spoken. This form of intelligence dominates most Western educational systems.



**Intrapersonal Intelligence**  
This intelligence relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking) and awareness of spiritual realities.



**Interpersonal Intelligence**  
This intelligence operates primarily through person-to-person relationships and communication. It relies on all the other intelligences.



**Visual/Spatial Intelligence**  
This intelligence relies on the sense of sight and being able to visualize an object and the ability to create internal mental images/pictures.



**Body/Kinesthetic Intelligence**  
Related to physical movement and the knowings/wisdom of the body, including the brain’s motor cortex which controls bodily motion.



**Musical/Rhythmic Intelligence**  
This intelligence is based on the recognition of tonal patterns, including various environmental sounds and on a sensitivity to rhythm and beats.



**Naturalist Intelligence**  
The ability to identify and classify configurations in nature, discriminate among living things, and show sensitivity to features in the natural world.

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WAYS OF KNOWING

**MULTIPLE INTELLIGENCES**



## APPENDIX

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### **PRE-VISIT ACTIVITY #1**

#### **Exploration and Enrichment**

For more information about this site, visit:

National Register of Historic Places  
1201 Eye St., NW, 8th Floor  
Washington, DC 20005  
(202) 354-2213  
Fax (202) 371-2229

Capital Hill Historic District  
[www.cr.nps.gov/nr/travel/wash](http://www.cr.nps.gov/nr/travel/wash)

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### **PRE-VISIT ACTIVITY #2**

#### **Exploration and Enrichment**

For more information about this park, call or write:

Lincoln Memorial National Memorial  
900 Ohio Drive, S. W.  
Washington, D.C. 20024  
(202) 485-9880  
Fax (202) 274-0764  
[www.nps.gov/linc](http://www.nps.gov/linc)

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### **PRE-VISIT ACTIVITY #3**

#### **Exploration and Enrichment**

For more information about this park, call or write:

Boston National Historical Park  
Charlestown Navy Yard  
Boston, MA 02129  
(617) 242-5642  
Fax (617) 242-6006  
[www.nps.gov/bost](http://www.nps.gov/bost)

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### **MUSEUM VISIT**

#### **Exploration and Enrichment**

For more information about this site, visit:

Civil War Soldiers & Sailors System  
[www.itd.nps.gov/cwss/](http://www.itd.nps.gov/cwss/)



## APPENDIX

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### **POST-VISIT ACTIVITY #1**

#### **Exploration and Enrichment**

For more information about this park, call or write:

National Register of Historic Places  
National Park Service  
Public Schools of Washington, D.C.  
[www.cr.nps.gov/nr/feature/afam/2004/dcschools.htm](http://www.cr.nps.gov/nr/feature/afam/2004/dcschools.htm)

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### **POST-VISIT ACTIVITY #2**

#### **Exploration and Enrichment**

For more information about this park, call or write:

Thomas Jefferson Memorial  
900 Ohio Drive, SW  
Washington, D.C. 20242-0004  
(202) 426-6841  
Fax (202) 724-0764  
[www.nps.gov/thje](http://www.nps.gov/thje)

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### **POST-VISIT ACTIVITY #3**

#### **Exploration and Enrichment**

For more information about this park, visit:

The National Park Service  
[www.nps.gov](http://www.nps.gov)



## READING LIST

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### PARK RANGERS RECOMMEND THESE BOOKS

#### For Students:

Baylor, Byrd. *Hawk, I'm Your Brother*. New York, NY: Aladdin Paperbacks, 1986.

Blos, Joan. *Old Henry*. New York, NY: Mulberry Books, 2001.

Chambers, Aiden. *Present Takers*. New York, NY: Harper, 1983.

DeJong, Meindert. *House of Sixty Fathers*. New York, NY: Harper Trophy. 1956.

King, Casey, Linda Barret Osborne, and Joe Brooks (Illustrator). *Oh, Freedom! : Kids Talk About the Civil Rights Movement With the People Who Made It Happen*. New York, NY: Knopf, 1997.

Marsh, Carole. *Washington, DC Bandits, Bushwhackers, Outlaws & Lawmen*. Washington, DC: Washington, DC Books, 1999.

Marsh, Carole. *Washington, DC Disasters & Catastrophes*. Washington, DC: Washington, DC Books, 1999.

Moore, Robert. *The Old Courthouse: Jefferson National Expansion Memorial*. St. Louis, MO: Jefferson National Parks Association, 2004.

#### For Teachers:

Lee, Antoinette J. and Pamela Scott. *Buildings of the District of Columbia*. New York, NY: Oxford University Press, 1994.

Eskew, Glenn T. *But for Birmingham: The Local and National Movements in the Civil Rights Struggle*. University of North Carolina Press, 1997.

**Note:** Many of these books are available through the Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962 or visit [www.historydirect.com](http://www.historydirect.com).





## ADDITIONAL RESOURCES

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### Traveling Trunk



"African Americans of the West"

"City of Immigrants"

"A St. Louis Merchantile"

Jefferson National Expansion Memorial

11 North Fourth Street

St. Louis, MO 63102-1810

(314) 655-1635

### Museum Gazettes



"Scandal and Dignity: The Building of the Old Courthouse Dome"

"Carl Wimar and the Old Courthouse Murals"

Jefferson National Expansion Memorial

11 North Fourth Street

St. Louis, MO 63102-1810

(314) 655-1700

### OCH Brochure



"Old Courthouse"

Jefferson National Expansion Memorial

11 North Fourth Street

St. Louis, MO 63102-1810

(314) 655-1635

### Internet



Our address on the World Wide Web is:

**[www.nps.gov/jeff](http://www.nps.gov/jeff)**

Jefferson National Expansion Memorial

11 North Fourth Street

St. Louis, MO 63102-1810

(314) 655-1700

For more information on the National Park Service, visit their home page at:

**[www.nps.gov](http://www.nps.gov)**